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ABSTRACT

The purpose of this workshop was to acquaint social science and humanities teachers in small liberal art colleges with available materials about the Negro in American life, and the several approaches for incorporating these materials within the curriculum of the liberal arts college. This report lists the 32 participants and discusses: (1) the program of studies; (2) the workshop staff; (3) Fisk University resources in Negro life and culture; (4) the group reports which dealt with: (a) a selected bibliography for the study of the Harlem Renaissance; (b) an outline for a course in Afro-American history; (c) criteria for revision and addition of courses in Negro culture in the liberal arts curriculum; and (d) criteria for developing programs of black studies; (5) the attempts that were made to realize the objectives of the workshop and some of the positive and negative aspects of the project; and (6) some of the steps the participants decided should be taken as a result of the workshop. (AF)

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FISK UNIVERSITY

Nashville, Tennessee

WORKSHOP ON THE INCORPORATION OF MATERIALS ABOUT THE NEGRO IN THE CURRICULUM OF THE LIBERAL ARTS COLLEGE

AUGUST 4 -- AUGUST 15, 1969

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REPORT OF THE DIRECTOR

GEORGE N. REDD

DEAN OF THE COLLEGE

TABLE OF CONTENTS

		Page
I	WORKSHOP ON THE INCORPORATION OF MATERIALS ABOUT THE NEGRO IN THE CURRICULUM OF THE LIBERAL ARTS COLLEGE	1
II	ENROLLMENT	2
III	PARTICIPANTS	3&4
IV	PROGRAM OF STUDIES	5
V	WORKSHOP STAFF	6
VI	FISK RESOURCES IN NEGRO LIFE AND CULTURE	7
VII	GROUP REPORTS	8
VIII	EVALUATION OF THE WORKSHOP	9-11
IX	POSITIVE ASPECTS	12-13
X	NEGATIVE ASPECTS	14
XI	NEXT STEPS	14-16

F I S K U N I V E R S I T Y

Nashville, Tennessee

WORKSHOP ON THE INCORPORATION OF MATERIALS

ABOUT THE NEGRO IN THE CURRICULUM OF THE

LIBERAL ARTS COLLEGE

REPORT OF THE DIRECTOR

GEORGE N. REDD

PURPOSE AND OBJECTIVES

This Workshop was designed for social science and humanities teachers in America's small liberal arts colleges. Its main purpose was to acquaint the participants with available materials about the Negro in American life, and the several approaches for incorporating these materials within the curriculum of the liberal arts college. More specifically, the Workshop was governed by the following objectives:

1) To identify the major sources of materials about the contributions of the Negro to American and world civilizations.

2) To familiarize participants with representative materials through direct contact with such; through lectures by experts, artists and writers; through community contacts, forums and discussions, and through independent and group study.

3) To devise procedures for utilizing these materials for the broadening and the enrichment of existing courses in the social sciences and the humanities.

4) To devise criteria and procedures for the development of new courses and programs dealing with Negro life and culture, and to develop representative outlines and syllabi for such courses.

The Workshop was planned as a continuation of a previous one, "Workshop on Social Science approaches to the study of the Negro," conducted at Fisk University during the summer of 1968.

ENROLLMENT

The Workshop experience was planned for thirty (30) participants; however, thirty-two (32) persons were accepted out of forty-nine (49) applicants. Included in the group accepted were two students, who were teaching assistants in one of last year's member institutions. They were granted status as auditors. Twenty-four (24) persons reported on the opening day. Six (6) others who were accepted were unable to come because of unforeseen circumstances. Scholars and teachers in the University Center (Fisk, Vanderbilt, Peabody and Scarritt) were permitted to fill these spaces as auditors.

Included in the group of participants were twenty-three (23) males and nine (9) females. They represented nineteen (19) states, the Virgin Islands and the District of Columbia. The academic fields represented were Psychology, History, Sociology, English, Music and Music Education. Three were academic deans.

A list of the registered participants follows:

PARTICIPANTS

NAME AND INSTITUTION	POSITION
Mrs. Betty J. Atkinson, A.M. Pine Manor Junior College Chestnut Hill, Massachusetts 02167	Instructor of History
Willard Barnes, Ph.D. University of Idaho Moscow, Idaho 83843	Assistant Professor of History; Supervisor of M.A.T. Program
William Hartshorne Becker, Ph.D. Bucknell University Lewisburg, Pennsylvania 17837	Assistant Professor of Religion
Joseph Carpenter, Jr., A.M. Marquett University Milwaukee, Wisconsin 53233	Member, President's Special Committee on Scholarship Programs and Courses in Black and Minority Cultures
Earl R. Elledge, M.A. Elmhurst College Elmhurst, Illinois 60126	Chairman, Department of Sociology
Dale M. Frihart, Ed.D. Kansas State College of Pittsburg Pittsburg, Kansas 66762	Associate Professor of Sociology
Raymond R. Gould, A.M. Bethany College Lindsburg, Kansas 67456	Assistant Professor of English, Literature and Speech
Arnold Kahn, Ph.D. Iowa State University Ames, Iowa 50010	Assistant Professor of Psychology
Mrs. Marilyn F. Krigger, M.A. College of the Virgin Islands St. Thomas, Virgin Islands 00801	Assistant Professor of History
Clyde J. Lewis, Ph.D. Eastern Kentucky University Richmond, Kentucky 40475	Dean, Central University College
Sister M. Madeline Lorimer, CSA, Ph.D. Marian College of Fond du Lac Fond du Lac, Wisconsin 54933	Professor of History
Miss Gloria McLendon Utica College of Syracuse University Utica, New York 13502	Teaching Assistant

Grier Nicholl, Ph.D. Augsburg College Minneapolis, Minnesota 55404	Associate Professor of English; Director, American Studies Program
David R. Norsworthy, Ph.D. Whitman College Walla Walla, Washington 99362	Associate Professor of Sociology
Mrs. Inez L. Patten, A.B. Suffolk University Boston, Massachusetts 02114	Lecturer in Sociology
Roy K. Patteson, Jr., Ph.D. Davidson County Community College Lexington, North Carolina 27292	Associate Dean for Academic Education; Instructor of History
Sister Margaret John Purcell, CSJ, Ph.D. Avila College Kansas City, Missouri 64145	Professor of English
Herbert C. Sanders, M.M. Illinois State University Normal, Illinois 61761	Department of Music
Frank Suggs, Jr., M.M.ed. Illinois State University Normal, Illinois 61761	Assistant Professor of Music Education
George Dimitri Tselos, A.M. Monmouth College Monmouth, Illinois 61462	Assistant Professor of History
Willie Gene Whittaker Wiley College Marshall, Texas 75670	Department of Sociology
William M. Wiebenga, Ph.D. The American University Washington, D. C. 20016	Associate Dean, College of Arts and Sciences
Ralph Julian Wimmer, M.Ed. Ferrum Junior College Ferrum, Virginia 24088	Professor of American History
Miss Gwendolyn Ware Utica College of Syracuse University Utica, New York 13502	Teaching Assistant

PROGRAM OF STUDIES

The program of studies was organized around a series of lectures and discussions. The first week was devoted to background information and materials on Negro life and culture. The opening lecture by the Director, sounding the keynote, dealt with the general area, "Afro-American Studies in the curricula of American colleges and universities." This lecture dealt with the two important developments in contemporary Negro society in America chiefly responsible for the so-called "black studies" movement; the nature of Negro youth's challenge to institutions of higher education for curriculum changes, which would result in greater recognition of the contributions of the Negro to world knowledge and culture; some of the efforts of colleges and universities to respond to the challenge, and some of the problems and needs involving the incorporation of materials about the Negro in the college curriculum. Other lectures and discussions centered around the following topics: "Great Research Collections on Negro Life and Culture," "Basic Research Materials for Black Studies Programs," "Contributions of the Negro to American Culture," "Negro Artists and Their Work," "Negro Music and Musicians," "African Backgrounds of Negro History," "Negro Writers," "The Negro on the Literary Horizon," "Cross-currents in African and Afro-American Music," "New Viewpoints in Regards to Black History," "The Negro in Sociological Research," "The Church and the Negro Community" and "Afro-American Studies in the Liberal Arts Curriculum: Concepts and Viewpoints."

The second week was devoted to analyses of existing college programs in Black Studies, and the construction of course outlines and syllabi related to Negro life and culture. The lectures and discussions centered around the following topics: "Organization of Inter-departmental Programs in Afro-American Studies," "The Negro in American Literature," "Patterns of Black Culture in Mississippi," "Content of courses in African History and Civilization," "Approaches to the study of the Negro

in the Social Sciences," "Current Trends in Bibliography of the Negro," "Subject Bibliography of Materials in Negro Life and Culture," and "Negro Art in the Liberal Arts Curriculum."

The intervening Sunday was devoted to visitations of community churches and groups, and an afternoon lecture by a distinguished community minister on "The Church and the Black Community."

WORKSHOP STAFF

The Workshop staff consisted of an imposing group of scholars and artists, most of whom have contributed significantly to Negro life and culture in America and Africa. Among them were Arna Bontemps, A.M., L.H.D., distinguished author of scores of books, poems and plays about Negro life; Aaron Douglas, A.M., a distinguished American artist whose works appear in some of the nation's great museums; Patrick Chike Onwuachi, Ph.D., noted anthropologist and Director of the Fisk University African-Caribbean Center; Jessie Carney Smith, Ph.D., Fisk University Librarian and nationally-known lecturer; Warner Lawson, Mus.D., Dean of School of Fine Arts, Howard University; J. Saunders Redding, Litt.D., D.H.L., distinguished writer, Professor of Negro Life and Culture, George Washington University and consultant, National Endowment for the Humanities; Stanlake J. T. Samkange, Ph.D., Fisk Professor of African History; Darius L. Thieme, Ph.D., Fisk Professor of Ethnomusicology; Lawrence D. Reddick, Ph.D., noted historian and Director, Industrial Opportunities Center, Philadelphia; Stanley Smith, Ph.D., noted Sociologist and Head of the Fisk University Department of Sociology; Kelly Miller Smith, D.D., Minister, First Baptist Church, Nashville; Leslie M. Collins, Ph.D., contemporary poet and Professor of English, Fisk University; Demetri B. Shimkin, Ph.D., distinguished anthropologist and Geographer, University of Illinois; Robert A. Corrigan, Ph.D., Professor of American Civilization, University of Iowa, and David C. Driskell, M.F.A., noted artist and Head of the Department of Art, Fisk University.

These persons were chosen because of their outstanding achievements and the many diverse viewpoints and contributions to Negro life and culture and its interpretation. Arna Bontemps and Aaron Douglas are distinguished products of the Harlem Renaissance of the Nineteen Twenties. Both Saunders Redding and Warner Lawson were greatly influenced by that great era in Negro culture. These great persons left a deep impression upon the Workshop, not only by their lectures, but by their noteworthy personal qualities as individuals, artists and scholars.

FISK RESOURCES IN NEGRO LIFE AND CULTURE

Fisk possesses many resources in Negro Life and Culture which could have contributed significantly to the Workshop experience. Unfortunately, the Workshop was scheduled for convenience at the end of the academic year and the close of the Summer Session, when many of these resources were not available. Also, the University Library materials were being packed for transportation to the New Library Building, then nearing completion. However, among these potential resources were the New Fisk Library, which houses 160,000 volumes (including a separate Negro collection of 12,082 volumes), which is the third collection in this country of books by and about the Negro; the Art Galleries of the Department of Art, which include the Alfred Stieglitz collection of Modern Art in the Carl Van Vechten Gallery -- the only collection of its kind in the South and one of the most important in this country, and the Music Library, with hundreds of musical scores, books and pamphlets by and about Negroes.

It is regretted that this year's Workshop had only limited access to these resources due to scheduling and other circumstances prevailing on a rapidly-growing campus.

GROUP REPORTS

The Workshop participants were organized in four groups to work independently on the following assignments of their own choosing:

1) A selected Bibliography for the study of the Harlem Renaissance;

2) An outline for a course in Afro-American History;

3) Criteria for revision and addition of courses in Negro Culture in the Liberal Arts curriculum; and

4) Criteria for developing programs of black studies.

The selected annotated bibliography on the Harlem Renaissance "....is intended for use in courses dealing with the contribution of black writers and artists to American culture; and in surveys of American literature, American literature of the twentieth century and in seminars of the twenties where the study of the literature, art and music of blacks is essential for a comprehensive understanding of the period." It includes four types of sources -- (1) Comprehensive bibliographies, (2) General background -- secondary sources, (3) Secondary sources on the Harlem Renaissance, and (4) Primary sources, including individual works and collections.

The outline for a course in Afro-American History is organized around the following eight major topics: (1) African background and heritage, (2) The Slave Trade, (3) The Rise and Decline of Slavery in English America: 1619-1800, (4) Slavery and abolitionism: 1800-1865, (5) The Era of Reconstruction: 1863-1877, (6) Jim Crow: 1877-1917, (7) Newcomers in Jericho: 1917-1954, and (8) Civil Rights and Black Power: 1954-1969.

The report on criteria for the revision and addition of courses in Negro culture in the liberal arts curriculum included three sections -- (1) A review of the report on criteria developed in the Fisk 1968 Workshop, (2) A statement of a basic assumption about the total curriculum, and (3) A list of fourteen (14) guiding

principles for the revision and addition of courses.

Finally, the report on criteria for the development of Black Studies programs attempted, first, to analyze the several viewpoints relative to what is meant by a Black Studies Program. Having examined these concepts, the report lists twelve (12) basic principles to serve as guidelines for the development of such programs.

EVALUATION OF THE WORKSHOP

As stated earlier, this Workshop was designed for teachers of the social sciences and the humanities in America's small liberal arts colleges. Its main purpose was to consider ways in which materials about Negro Life and Culture could be incorporated in the college curriculum. Its course was charted by the following four objectives:

1) To identify the major sources about the contributions of the Negro to American and world civilizations.
2) To familiarize participants with representative materials through lectures by experts, artists, and writers; through community contacts, forums, and discussions, and through concentrated independent and group study.
3) To devise procedures for utilizing these materials for the broadening and the enrichment of existing courses in the social sciences and the humanities.
4) To devise criteria and procedures for the development of new courses and programs dealing with Negro Life and Culture, and to develop representative outlines and syllabi for such courses.

Efforts to realize the first objective were made through the first lecture by Dr. Jessie C. Smith, which dealt with "Great Research Collections on Negro Life and Culture," and the one by Dr. Clifton H. Johnson, which dealt with "Basic Research Materials for Black Studies Programs." These lectures attempted to show the vast amount of materials available throughout the country which could serve as sources

of information for much research and study on Negro Life and Culture.

Efforts to realize objective two -- familiarizing participants with the content of representative materials were manifested through lectures by Dr. Arna Bontemps on the "Contributions of the Negro to American Culture," and by Mr. Aaron Douglas on "Negro Artists and Their Works," both men emphasizing the Negro Renaissance of the twenties and thirties. These efforts were continued through lectures by Dr. Warner Lawson on "Negro Music and Musicians"; Dr. J. Saunders Redding on "Negro Writers"; Dr. Arna Bontemps on "The Negro on the Literary Horizon"; Dr. Stanlake J. T. Samkange on "African Backgrounds of Negro History"; Dr. Darius L. Thieme on "Crosscurrents in African and Afro-American Music" and Dr. Lawrence D. Reddick on "New Viewpoints in Regards to Black History."

Dr. Stanley H. Smith made a survey of materials about the Negro, derived from "Research in the Social Sciences," and the Reverend Kelly Miller Smith attempted to reveal some of the relations between the "Church and the Negro Community."

Realizing that most, if not all, of the participants in the Workshop would be attempting in one way or another the next academic year to introduce studies in Negro Culture in the curriculums of their respective colleges, Dean George N. Redd, to a limited extent, and Dr. Patrick Chike Onwuachi, quite extensively, considered the several viewpoints and approaches to the organization and the teaching of such studies in the liberal arts college.

Attempts were made during the second week to realize the third objective -- to devise procedures for utilizing materials for the broadening and enrichment of existing courses in the social sciences and the humanities and the organization of new courses. This was done through analyses of on-going courses and programs. Dr. Robert Corrigan discussed the program: The African-American Institute at the University of Iowa. Dr. Patrick Chike Onwuachi dealt with the Fisk Program in African-Caribbean Studies; Dr. Leslie M. Collins discussed the content of the Fisk course

on the "Negro in American Literature"; Dr. Stanley H. Smith considered new materials and approaches for courses in the Social Sciences and the utilization of community resources to enrich and make relevant such courses, and Mr. David C. Driskell considered the organization and content of courses in "Negro Art" for the college curriculum. Dr. Demetri B. Shimkin showed in some detail also how active participation in community projects and programs could greatly enrich not only the experiences of students in the social sciences, but those of the people in the community. Dr. Stanlake J. T. Samkange provided basic information about the contributions of Africa to world culture, which could be included in courses dealing with African backgrounds of Negro culture.

The realization of the fourth objective -- the establishment of criteria to guide in the development of courses and programs in Negro culture was undertaken by two committees, which submitted written reports. All of the group reports contributed substantially to the realization of both objectives three and four.

In her final lectures, Dr. Jessie C. Smith considered "Current Trends in Bibliography of the Negro" and "Subject Bibliography of Materials in Negro Life and Culture." Her "Bibliography for Black Studies Programs" is invaluable to those wishing immediate reference materials for courses and programs in this area.

One objective not stated specifically, but fully realized, is the development of wholesome human relations and warm friendships through living and eating together; exchanging viewpoints and sharing common understandings and problems.

The participants in the Workshop were a diverse group from the standpoint of geography, race and ideology. Approximately three-fourths of the members were white and they represented all sections of the country. Both participants and lecturers

manifested all shades of opinions relative to "Black Studies" and the "Black Experience," terms so frequently referred to in the discussions. To some an all "Black University" and a "Black Curriculum" are the primary instruments for the translation of these concepts into reality; while to others this could be better achieved through the integration of materials about the Negro in the standard college curriculum. But for all, however, there was a common purpose amidst this diversity, a genuine quest for that knowledge and information about Negro Life and Culture. This constitutes the essence or the core of the so-called "Black Awareness," which now taunts the American mind.

In order to obtain a cross-section of the opinions relative to the effectiveness of the Workshop, an evaluation committee, consisting of four persons, was appointed to determine, from the standpoint of the participants, the extent to which the Workshop objectives were realized; some of the positive aspects of the Workshop experience; and some of the negative aspects. These reports were brief and informal, reflecting chiefly some strong personal opinions of individual participants, as well as the combined judgment of the committee of four. The two series of comments which follow on the positive and negative aspects of the Workshop stimulated much discussion, because they reflected the contrasting temperaments, values and ideologies which prevailed among the participants.

POSITIVE ASPECTS

These statements, though appearing out of context, seem to reflect the predominant view of the group:

"The positive result derived from this Workshop has been in large part determined by the interests, needs and backgrounds of each participant. Some of us came here with little or no knowledge of the contribution of the Negro to American life and Culture. For these, there was an abundance of eye-opening exposure to this contribution in almost every phase of American life. Some came with a limited

knowledge of the Negro's role, and these had their vision and understanding expanded. A few had some depth of knowledge of the Negro's contribution within their particular discipline, even in a few cases having structured this knowledge into the courses they teach. For these, the chief benefits probably lie in exposure of new contributions to their fields and contributions made in other fields than their own, with some challenging suggestions as to new approaches for incorporating this knowledge into existing courses or new courses."

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"Whatever our background or interest, we all, I believe, have to admit that we were put in contact with some of the most scholarly, well-informed and creative men in their respective fields -- a number of these being pioneers and innovators within their special discipline. (I refer to the two prime figures of the Harlem Renaissance and the lecturer in social anthropology and geography, who was with us.) And while we might wish we had received more specific information and annotation of the generous bibliographies our lecturers supplied us with, we had some guidance on the worth and use of these given in their lectures, and we recognize in many areas there is still a great amount of work yet to be done."

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"But within the main stated objectives of this particular Workshop: 'to acquaint teachers from liberal arts colleges with available materials about the Negro in American life' and 'to acquaint them with the several approaches for incorporating these materials within the curriculum of the liberal arts college,' there can be no doubt that the first was carried through in a very high order and that the second, while perhaps too briefly treated, was placed before us in a most forceful and challenging manner."

NEGATIVE ASPECTS

These statements, also appearing out of context, involve several issues which some participants considered irrelevant and extremely controversial,, and which may not be, as a whole, a valid representation of the opinions of the total group:

"There was no real student contact. Since students are living in the dormitory with us, some type of student participation and interaction could have been structured into the program in order to help keep the feet of participants on the ground as they listened, read and discussed Black People, Black Students and Black Studies."

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"Recreational campus facilities were limited or lacking. Ping-Pong, volley-ball, tennis, pianos and other games, modes of using leisure time, were absent."

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"In order for any group to achieve a balanced picture of anything, all sides should be represented. The militant, non-rhetoric speakers or action speakers were absent."

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"In summary, if this program was to reeducate whites to black problems, then only whites should have been invited; if this conference was to reorient blacks to black problems, then only blacks should have been invited.

"Lastly, the setting up of standards for black studies program should be left for the black experts and not given to white novices."

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"There was very limited community contact."

NEXT STEPS

At the closing session, the group considered some next steps which should be taken as a result of the two weeks' experience. It was generally agreed that there should be a follow-up conference, including participants in both the 1968 and 1969

Workshops, to be held at Fisk University toward the end of April 1970. At this time, the Black Writers' Conference and the University's Annual Festival of Music and Fine Arts would be in session.

In order to make available this kind of experience to those who have previously participated in Negro culture Workshops and to others who wish to do so in the future, but on a broader scale, the participants proposed and discussed several possible approaches for consideration by the sponsors of the summer Workshops. These approaches are listed below, in preferential order:

1) Provide subsidies for a select group of scholars to work together in a particular center to compound materials on Negro life and culture.
2) Subsidize two or three major centers for the training of teachers and scholars in the area of Negro life and culture. Such places as Harvard, Yale, Howard, Fisk and Atlanta would be logical centers.
3) Continue each year the Workshops as presently structured, but with greater flexibility in organization and approach.
4) Provide for each institution interested in introducing studies on Negro life and culture to work independently or within consortia on their own individual programs and approaches, with the aid of subsidies from the National Endowment for the Humanities, the Department of Health Education and Welfare, and private philanthropic foundations.

Since the close of the Workshop, many voluntary expressions, by phone and mail, have come from participants reaffirming their previous evaluations that the Workshop experience was both profitable and worthwhile. One participant states in a letter, "I want to take this time to thank you for arranging such a fine conference as I experienced at Fisk last August. It reinforced my feelings of urgency about making up the gap in black studies here at Blank College and doing something concretely about it." This comment reflects the feelings expressed in many other letters and

messages from participants in both the 1968 and 1969 Workshops.

Fisk University is pleased to have made this contribution on behalf of the Negro's role in American Life and Culture.

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